

Daily reading has many benefits and is encouraged.

	A	B	C	D	E
English	<b>Sight Word Fly Swat</b> Practice sight words in this fast-paced game! Click below: 	<b>Contractions</b> Will not or won't? Learn about contractions. Click the image for an activity. 	<b>Making Words</b> Be creative using letters to create new words! Please see the link below: 	<b>Be a Picture Detective</b> Good readers collect clues in a text to help them better understand what they read. Click the picture for an activity: 	<b>Compound Words</b> Can you find the little words in big words? Click here:  <div>Journal Continued from previous weeks</div> 
	<b>Read the Mathologie book "C'est l'heure du hockey!"</b> and do the online activity that follows.  Click image for additional activities 	<b>Create a poster of your favourite character / celebrity / person!</b>  Click image for activity 	<b>Anagramme / Anagram</b> Can you find 20 French words from one sentence?  Click image for activity 	<b>On parle! / Let's Talk!</b> Find someone to have a conversation in French today.  Click image for activity 	<b>Discover yoga through the eyes of a penguin that lives in the far North!</b>  Click image to begin your mini-yoga adventure! 

## Literacy Additional Resources

### ENGLISH

Grade K - 3 children might want to check out the Scholastic Learn at Home website. They have two full weeks of additional literacy learning ready to go.

- [Scholastic Learn at Home: Grades PreK-K](#)
- [Scholastic Learn at Home: Grades 1-2](#)
- [Scholastic Learn at Home: Grades 3-5](#)

### FRENCH

Here are some additional French resources that are good for Grade 1-3 children to expose them to oral French language on a daily basis.

- [Mini TFO](#)
- [Zone des Petits](#)
- [Tele-Quebec](#)
- [L'Office National du Film du Canada](#)
- [The French Experiment](#)



Please click on this Icon, wherever you see it, to access Indigenous content.

### Choice Board Background Information:

- ✓ Choice boards were created to provide flexibility in learning at home;
- ✓ Boards were planned for divisions: K-3, 4-6, 7-8 for open, individualized learning;
- ✓ Planned with recognition that parents may currently hold various roles at home;
- ✓ Designed to enhance the materials provided by the Ministry;
- ✓ Experiential learning focus with accessible materials at home;
- ✓ Low/No tech options;
- ✓ Accessible on mobile devices.

### Choice Boards- Parents Can:

- ✓ Choose as many or as few learning opportunities as desired;
- ✓ Follow the days of the week or be flexible in using the choice boards;
- ✓ Be confident that the learning is based in curriculum;
- ✓ Engage other children in the home in common experiential learning (i.e. baking, reading, playing, math games, being active together);
- ✓ Click on the links provided for further learning and sample questions to ask;
- ✓ Have fun!

## Explanatory Notes: LEARN AT HOME CHOICE BOARDS FOR PARENTS AND EDUCATORS



### Choice Board Activities Provide:

- ✓ Clear connections to curriculum expectations and process skills;
- ✓ Open activities with options to individualize learning;
- ✓ Accessibility (many require little to no technology);
- ✓ Math – focus on numeracy skills;
- ✓ Literacy – focus on reading, writing, oral language and media literacy;
- ✓ French learning opportunities;
- ✓ Health and Physical Well-Being ;
- ✓ Opportunities to foster connections within the household;
- ✓ Focus on conversation and thinking.

### Choice Boards- Teachers Can:

- ✓ Create classroom-based choice boards for students while they are learning at home;
- ✓ Incorporate ideas from the choice boards into teaching practices, daily and weekly planning;
- ✓ Explore and incorporate new resources into classroom learning;
- ✓ Engage students and families in virtually sharing learning with one another;
- ✓ Expand on activities in order to provide individualized learning opportunities;
- ✓ Incorporate other UCDSB resources (i.e. Math Tool, VLC, links) to extend student learning.

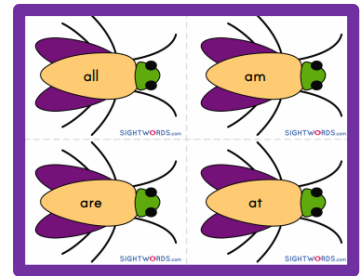


# Activity A – Sight Word Fly Swat

Activity adapted from: <https://sightwords.com/sight-words/games/fly-swat/>

***Goal: to build confidence and speed with identifying sight words.***

Adult says a word and child has to spot the word and splat it with a fly swat! This game can be played indoors or outdoors.



1 - To start, choose sight words from the list [here](#) or [here](#) which are most familiar to your child. Start with 6 and slowly add in words. In this game, the goal is to build fluency with words.

2 - Write the words on index cards and either tape them to a vertical surface (so that your child has a bit of a sprint to swat the word) or to a table top.

\**Option:* below is a link to printable words shaped like a fly! You can add the words your child is working on and print out custom fly cards.

<https://sightwords.com/sight-words/games/fly-swat/card-creator/>

3 - Call out a sight word so that your child needs to run up and use the fly swat to splat the word! He or she should try and say the word as they splat.

\*If more than one child is playing, create custom lists and make a game of sprinting to splat first. Call out a word from each list and see who can splat the fastest. Use a timer and compare times to add a math component!





# Activity A – Sight Word Fly Swat

Activity adapted from: <https://sightwords.com/sight-words/games/fly-swat/>

[https://www.sightwords.com/pdfs/word\\_lists/dolch\\_group.pdf](https://www.sightwords.com/pdfs/word_lists/dolch_group.pdf)



*Please use words from the grade level list which are most appropriate for your child's learning level. The grade levels are suggestions. Lists are continued on the next page.*

## PRE-KINDERGARTEN

a	find	is	not	three
and	for	it	one	to
away	funny	jump	play	two
big	go	little	red	up
blue	help	look	run	we
can	here	make	said	where
come	I	me	see	yellow
down	in	my	the	you

## KINDERGARTEN

all	do	no	she	well
am	eat	now	so	went
are	four	on	soon	what
at	get	our	that	white
ate	good	out	there	who
be	have	please	they	will
black	he	pretty	this	with
brown	into	ran	too	yes
but	like	ride	under	
came	must	saw	want	
did	new	say	was	





# Activity A – Sight Word Fly Swat

Activity adapted from: <https://sightwords.com/sight-words/games/fly-swat/>

## FIRST GRADE

after	fly	how	open	then
again	from	just	over	think
an	give	know	put	walk
any	going	let	round	were
as	had	live	some	when
ask	has	may	stop	
by	her	of	take	
could	him	old	thank	
every	his	once	them	

## SECOND GRADE

always	does	made	tell	why
around	don't	many	their	wish
because	fast	off	these	work
been	first	or	those	would
before	five	pull	upon	write
best	found	read	us	your
both	gave	right	use	
buy	goes	sing	very	
call	green	sit	wash	
cold	its	sleep	which	

## THIRD GRADE

about	eight	if	only	ten
better	fall	keep	own	today
bring	far	kind	pick	together
carry	full	laugh	seven	try
clean	got	light	shall	warm
cut	grow	long	show	
done	hold	much	six	
draw	hot	myself	small	
drink	hurt	never	start	





# Activity B – Contractions

## CONTRACTIONS

**Contractions are two words that are shortened to form one word.**

**“Contract” means to make smaller.**

- I am → I’m
- You are → You’re
- She is → She’s
- They are → They’re
- Will not → won’t
- Can not → can’t
- Could not → couldn’t

**Learn about  
contractions!  
Click below!**



Next page:





# Activity B – Contractions

An apostrophe ' takes the place of the missing letters in a contraction.

- REMEMBER the apostrophe ' ALWAYS takes the place of the missing letters

She will → She ~~wi ll~~ → She'll

I do not → I do ~~no t~~ → I don't

Click the image below to learn more about contractions.



**THANK YOU!**

From your UCDSB  
Speech-Language Team

Click right to learn more  
about language & literacy!

Children need to learn to read **and** read to learn.

Literacy – the ability to read and write – enables us to communicate with others and learn about our world. To develop literacy skills, children first need speech and language skills.

**Help your child develop strong literacy skills.**

Children start to develop literacy skills by looking at words in their environment, including in books, on signs or in logos. Research has shown that one of the best ways you can promote literacy in your child is by **reading together**.

Children with language impairments are **4 to 5 TIMES MORE LIKELY** to have reading difficulties while in school.

Up to **30%** of children with speech disorders also have a reading disability.

**Speech-language pathologists can help**

Children with speech or language disorders are more likely to have difficulties with literacy. Follow your child's literacy development by looking out for these milestones:

- 1 YEAR OF AGE:** shows an interest in picture books.
- 2 YEARS OF AGE:** knows to hold books the right way up and turns the pages.
- 3 YEARS OF AGE:** understands that printed words have a function (on menus, lists, signs, etc.).
- 4 YEARS OF AGE:** can think of simple rhymes (e.g., toy and boy).
- 5 YEARS OF AGE:** knows all letters of the alphabet.

**SAC** Speech-Language & Audiology Canada



# Activity C – Making Words

Activity adapted from Cunningham, Patricia M; Hall, Dorothy P. Making Words for Home or School, Grade 2. Carson-Dellosa Publishing, 2001

## Goal:

1 - Create words using the letters below. Use your words in sentences.

2 – Take a literacy walk. See how many of the words you made can be found in books you have at home.

o	b	c
k	s	l

Write the letters above on separate index cards or pieces of paper.

Using just the letters provided above, try and make the following:

How many 2-letter words can you make? Can you find one 2-letter word?

How many 3-letter words can you make? Can you find three 3-letter words?

How many 4-letter words can you make? Can you find three 4-letter words?

Can you make two 5-letter words? Can you make a 6-letter words?

Use all the letters to make the challenge word!

Write one sentence using as many of the words you made as possible.

Challenge: Can you sort the words into groups and tell what they have in common?

For parent eyes only! Here are the words for this week: so/sob/cob/lob/slob/sock/lock/locks/block/**blocks**



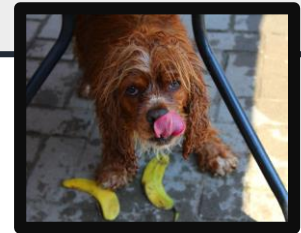


# Activity D – Be a Picture Detective

## Reading Strategy - What is Inferring?



Authors don't write down everything they want a reader to know or learn about a text. Readers have to collect clues (often called 'reading between the lines') and ask questions to fully understand what the author wants them to know about a story. Readers have to fill in information to help them understand the story better. Authors want readers to do this as it makes a story more interesting to readers.



Click [here](#) for a larger version of this image.

As you examine the picture, add ideas to the chart below. Talk about the details that are obvious in the photo and search for clues which may help to tell the story of what is happening.

What I See	What I Wonder	What I Infer
<ul style="list-style-type: none"><li>✓ What are the details that I see in the photo?</li><li>✓ Who is in the photo?</li><li>✓ What do I see in the photo?</li><li>✓ What do I know about the dog?</li></ul>	<ul style="list-style-type: none"><li>✓ What questions do I have as I look at the picture?</li><li>✓ Where might the photo have been taken?</li><li>✓ How is the dog feeling?</li><li>✓ What is the dog doing?</li></ul>	<ul style="list-style-type: none"><li>✓ I think...</li><li>✓ Maybe...</li><li>✓ It could be that...</li></ul>



## Activity D – Be a Picture Detective

Now tell the story! Write a few sentences to tell what is happening in the picture. Use the chart you filled in to help you. Make sure to include the details you could see and the clues you found which helped you to fill in the story details that are missing.

*\*Edit your writing to see if you have used contractions properly! See Activity B.*





# Activity E – Compound Words

## COMPOUND WORDS

Compound words are made up of two smaller words!

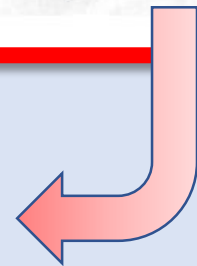


+



dragon + fly =

Can you guess the big word?



## Compound word game

TIME TO PLAY!

Let's practice putting two little words together to make compound words!

Click here

















Click here to practice!



# Activity E – Compound Words

Can you put 2 small words together to make a BIG compound word?

basket 	+	ball 	=	
sea 	+	shell 	=	
base 	+	ball 	=	
pop 	+	corn 	=	
cross 	+	walk 	=	
earth 	+	quake 	=	
eye 	+	ball 	=	

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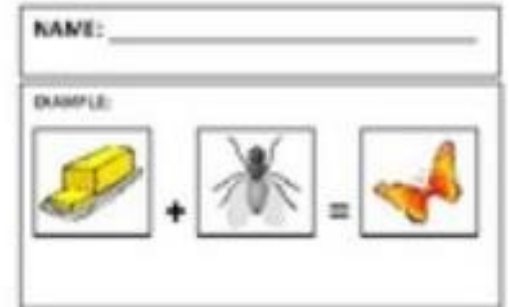
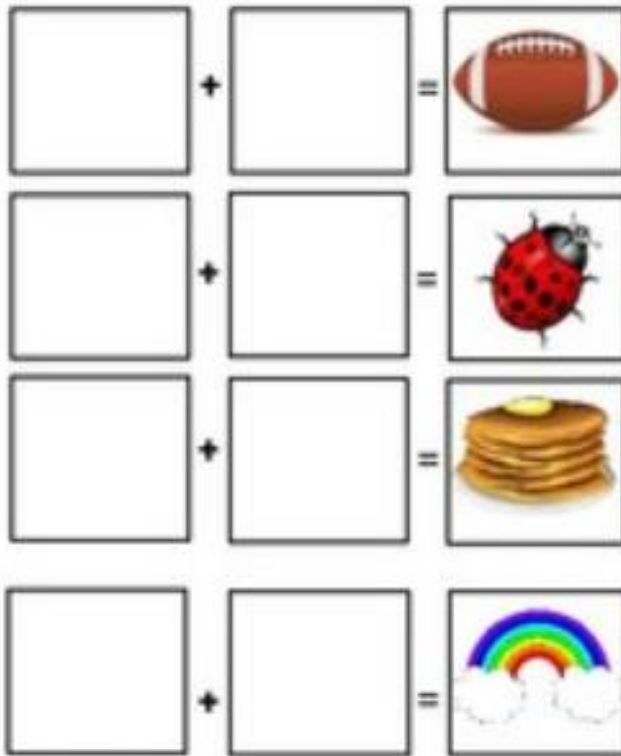






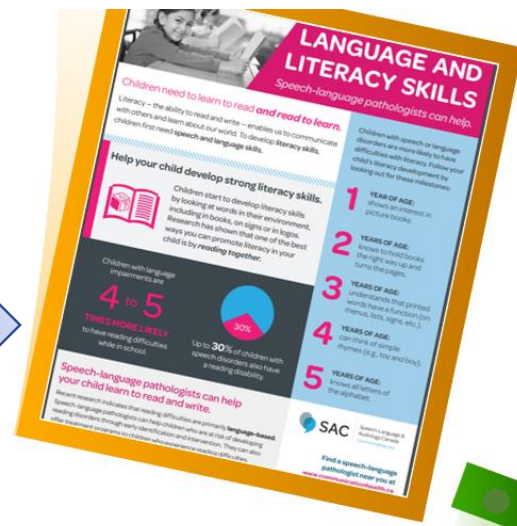
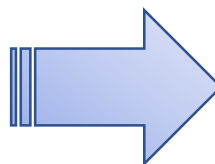
# Activity E – Compound Words

Can you find the two small words that make up the BIG word?



THANK YOU!

From your UCDSB  
Speech-Language Team  
Click right to learn more about  
language & literacy!



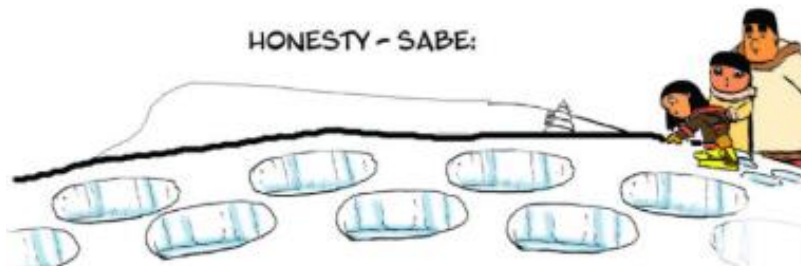


Again this week, we will continue to learn and practice “The Seven Grandfather Teachings” in our everyday life.

Today, we will learn about honesty.

## *The Seven Grandfather Teachings*

### HONESTY - SABE:



Long ago, there was a giant called Kitch-Sabe (Big - Foot). Kitch - Sabe, or Sabe as he would rather be called, walked among the people to remind them to be honest to the Teachings of the Creator and honest to each other.

The highest honor that could be given to an individual was the saying "There walks an honest man. He can be trusted!" To be truly honest was to keep the promises one made to the Creator, to others and to yourself.

The Elders would say, "Never try to be someone else; live true to your spirit, be honest to yourself and others. Accept who you are and the way the Creator made you."





# FSL – Activity B



**Fais une affiche de ton personnage préféré!** *(Create a poster of your favourite character / celebrity / person!)*

Informations à inclure sur ton affiche:	Information to include on your poster:
<b>Nom du personnage choisi.</b> <b>Mon personnage préféré est:</b> (leader, scientifique/inventeur, artiste, sportif, courageux, ou autre: _____)	<b>Name of character / celebrity / person chosen.</b> <b>My favourite character / celebrity / person is:</b> (leader, scientist/inventor, artist, sporty, courageous, or other: _____)
<b>Portrait</b> Dessine le personnage ou colle sa photo. Date de naissance: _____ Date de décès (s'il y a lieu): _____	Draw the character / celebrity / person or glue a photo of him/her. Date of Birth: _____ Date of Death (if applicable): _____
<b>La vie de _____!</b> Voici quelques détails importants sur la vie de ce personnage extraordinaire: _____	<b>About the life of _____!</b> Here are a few important details about the life of this extraordinary character / celebrity / person: _____
<b>Paroles mémorables</b> Quelque chose d'important que ce personnage a dit: _____	<b>Memorable Words</b> Something important that this character / celebrity / person said: _____
<b>Leçon de vie</b> Quelque chose d'important que ce personnage m'a appris: _____	<b>Life Lesson</b> Something important that this character / celebrity / person has taught me: _____
<b>En quelques mots...</b> Voici cinq mots qui décrivent ce personnage: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	<b>In a Few Words...</b> Here are five words that describe this character / celebrity / person: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

## FSL – Activity C

### Anagramme

- Définition: Mot obtenu par la transposition des lettres d'un autre mot.  
(*words obtained by rearranging letters in another word or phrase*)
- Exemple: Aimer est l'anagramme de Marie (*cat – act*).

#### Activity:

Emploie les lettres de ce message pour trouver au moins 20 mots et/ou expressions françaises. / Use the letters in this message to find 20 French words and/or phrases.

### C'est le printemps!

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_





# FSL – Activity D



- Trouve un partenaire qui parle français. Choisis un des thèmes ci-dessous. Invente une conversation en utilisant les 4 mots de la liste. / *Find a partner who speaks French. Choose a theme from the list below. Invent a conversation by including the 4 words on the list.*

## Thème 1

- cinéma (*cinema*)
- film (*movie*)
- amis (*friends*)
- comique (*comedian, funny, bizarre*)

## Thème 2

- supermarché (*supermarket, grocery store*)
- bananes (*bananas*)
- maman (*Mom, mother*)
- 48\$

## Thème 3

- école (*school*)
- 3h10
- neige (*snow*)
- février (*February*)

## Thème 4

- bibliothèque (*library*)
- projet (*project*)
- partenaire (*partner*)
- 5h30

## Thème 5

- boutique de vidéo (*video store*)
- jeux (*games*)
- le 31 janvier (*January 31*)
- amusant (*amusing, fun, enjoyable*)

## Thème 6

- aréna (*arena*)
- tournoi (*tournament*)
- 15 équipes (*15 teams*)
- trophée (*trophy*)



Grades 1 to 8 Overall Expectations in Language	
ORAL COMMUNICATION	<ol style="list-style-type: none"> <li>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</li> <li>2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</li> <li>3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</li> </ol>
READING	<ol style="list-style-type: none"> <li>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</li> <li>2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;</li> <li>3. use knowledge of words and cueing systems to read fluently;</li> <li>4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</li> </ol>
WRITING	<ol style="list-style-type: none"> <li>1. generate, gather, and organize ideas and information to write for an intended purpose and audience;</li> <li>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</li> <li>3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</li> <li>4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.</li> </ol>
MEDIA LITERACY	<ol style="list-style-type: none"> <li>1. demonstrate an understanding of a variety of media texts;</li> <li>2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</li> <li>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</li> <li>4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.</li> </ol>

Grades 1 to 8 Overall Expectations in French as a Second Language - Immersion	
LISTENING	<p>A1. Listening to Understand: determine meaning in a variety of oral French texts, using appropriate listening strategies.</p> <p>A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences.</p> <p>A3. Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>
SPEAKING	<p>B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience.</p> <p>B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes with diverse audiences.</p> <p>B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>
READING	<p>C1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies.</p> <p>C2. Purpose, Form, and Style: identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms.</p> <p>C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>
WRITING	<p>D1. Purpose, Audience, and Form: write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary, language conventions, and stylistic elements to communicate clearly and effectively.</p> <p>D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively.</p> <p>D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>